

Grade Level: Second

Content Area: Civics & Geography

Objective: Students will give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice and responsibility. Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority. Identify and locate cultural, human, and political, and natural features using map keys and legends.

Vocabulary: *Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge*

word	Community, Continent, Country, Town, Equality, Justice
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Procedure

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| Session 1 | <ul style="list-style-type: none">• Review Powerpoint by Mary. Discuss what you see in Mary's neighborhood and school. How is it similar/different that where you live and your community.• Brainstorm with students where we live.<ol style="list-style-type: none">1) Me/House2) Town/Favorite Place3) State/City4) USA/State5) Continent/Countries6) Earth/World• Define Community• Come up with a list of places in your community (hospital, grocery store, schools, police station etc...). Children choose what place they will be responsible for. Eliminate those places that are not vital to your community. |
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Session 2	<ul style="list-style-type: none"> • Using construction paper, boxes, and markers students are responsible for building their “place” in their community. They must have a description and title for their building. • Take a picture of each student with their building. • As a class build your community for all to see (this can act as a map).
Session 3	<ul style="list-style-type: none"> • Each student must write about their building and tell why it is important for their community. • In small groups come up with blog questions for Brian or Mary about their community. Post questions on blog for Mary or Brian to answer. • Pose reflection questions such as what is similar/ different about your community and Brian/Mary’s community? What would a community be like without a hospital? How does a strong education affect a community?

Differentiation Strategies:

<p>Special Education</p> <p>1) Provide students with a specific question to answer about what they have learned today.</p> <p>2) As a class or in small groups create a list of questions for Brian have students share their thoughts from the list.</p>	<p>Gifted and Talented</p> <p>1) Give students a chance to operate the Glog individually. Students can then come up with a list of questions they have for Brian and decide how they would like to ask him these questions; through blogging, a letter, a song, etc.</p>	<p>English Language Learners</p> <p>1) Give students question starters to help them formulate questions for Brian. Allow students extra time to formulate questions.</p> <p>2) Provide students with a social studies dictionary where they can draw pictures, formulate questions, a write definitions.</p>
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